TRAINING ON MAKING WEBSITE-BASED LEARNING MEDIA AND DEVELOPING STUDENTS' INTEGRATED SKILLS IN LEARNING ENGLISH AT THE EXCELSIS DEO COMMUNITY LEARNING CENTER (PKBM) MANADO

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ABSTRACT

This activity explores the implementation of integrated skills in English language learning and the incorporation of website-based learning media at the Excelsis Deo Manado Community Learning Activity Center (PKBM). The research addresses challenges in English education, including low student motivation, conventional teaching methods, and limited use of learning media. An integrated skills approach using children's literature is proposed to enhance language proficiency and cultural awareness. To support this method and overcome media limitations, the study introduces training on creating website-based learning media for teachers. This training covers web design, content management systems, and interactive element creation, aiming to produce engaging online learning environments. The combination of integrated skills teaching and modern, website-based learning media is expected to significantly improve students' English language skills and overall learning experience. This approach not only addresses current educational challenges but also bridges the gap between traditional pedagogy and contemporary learner needs, while providing older teachers with opportunities to adapt to new educational technologies.

Keywords: Integrated skills, Website-based learning media, Students and Teacher Training, Children's literature.

1. INTRODUCTION

Integrated skills for English language learning can be approached in two ways. The first approach presents one type of skill per meeting, while the second integrates skills through a unifying theme (Hinkle, 2011). Integrated learning, as a concept, is a teaching and learning approach that involves multiple fields of study to provide meaningful experiences. In this approach, students understand concepts through direct experiences that connect with their existing knowledge (Hockly, 2013). This method requires significant creativity from teachers in preparing teaching materials for the learning process.

The benefits of integrated skills in learning are numerous, prompting teachers to design activities that incorporate all four language skills to train students in direct English communication (Miller, 2009). Teachers can utilize varied learning resources with engaging audiovisual or mobile

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media-based materials, leveraging technological advancements such as the internet or literature (Brown, 2007). However, the implementation of integrated skills in classroom learning faces challenges, primarily the difficulty teachers experience in designing comprehensive and creative learning activities, and the limitations of available learning media (Nation & Newton, 2009). These challenges form the backdrop for efforts to improve education, particularly in English language learning. This situation has led to partnerships between educational institutions and service providers to address these issues. One such partnership involves the Excelsis Deo Manado Community Learning Activity Center (PKBM), established on April 25, 2018, under the Ministry of Education and Culture. As of March 30, 2024, this center employs 13 teachers/tutors and serves 131 learners.

Initial observations at the Excelsis Deo Manado PKBM revealed several issues, including low student motivation and interest in learning, especially in participating in high school level competitions. The learning process remains largely conventional, relying heavily on textbooks and lecture methods. Additionally, teacher competence in using and developing learning media is limited, particularly among older teachers nearing retirement. The center is also in the process of adapting to and implementing a new independent curriculum. To address these challenges, experts suggest implementing an engaging learning system that makes students comfortable. Integrated learning in English requires creative techniques tailored to students' needs. This approach demands that teachers focus on all four language skills simultaneously, emphasizing the importance of selecting appropriate methods, techniques, and strategies to aid both teaching and learning processes.

In response to these suggestions, a new approach using an integrated skill model with children's literature will be implemented. This aligns with the view that innovation in English language learning can be achieved through literary works and literature circles strategies. Children's storybooks are particularly valuable for developing thinking and imagination skills. When engaging with stories, children visualize the narrative according to their imagination, enhancing their language skills while also gaining cultural awareness and character understanding. To support this integrated approach and address the limitations in learning media, training on making website-based learning media becomes crucial. This training equips teachers with the skills to create engaging online learning environments that complement the integrated skills approach. It covers various aspects such as web design fundamentals, content management systems, multimedia integration, and the creation of interactive elements.

The website-based learning media training includes instruction on using educational platforms, embedding various media types, creating online assessments, and implementing collaborative learning features. It also addresses important considerations like accessibility, data privacy, and mobile optimization. By mastering these skills, teachers can create dynamic, interactive learning experiences that support the integrated skills approach in English language learning. This combination of integrated skills teaching and modern, website-based learning media is expected to significantly enhance students' English language proficiency and overall learning experience.

2. FORMULATION OF PROBLEMS AND QUESTIONS

Initial observations at the Excelsis Deo Manado PKBM revealed several issues, including low student motivation and interest in learning, especially in participating in high school level competitions. The learning process remains largely conventional, relying heavily on textbooks and lecture methods. Additionally, teacher competence in using and developing learning media is limited, particularly among older teachers nearing retirement.

The center is also in the process of adapting to and implementing a new independent curriculum. To address these challenges, experts suggest implementing an engaging learning system that makes students comfortable. Integrated learning in English requires creative techniques tailored to students' needs. This approach demands that teachers focus on all four language skills simultaneously, emphasizing the importance of selecting appropriate methods, techniques, and strategies to aid both teaching and learning processes. Location of community service namely:
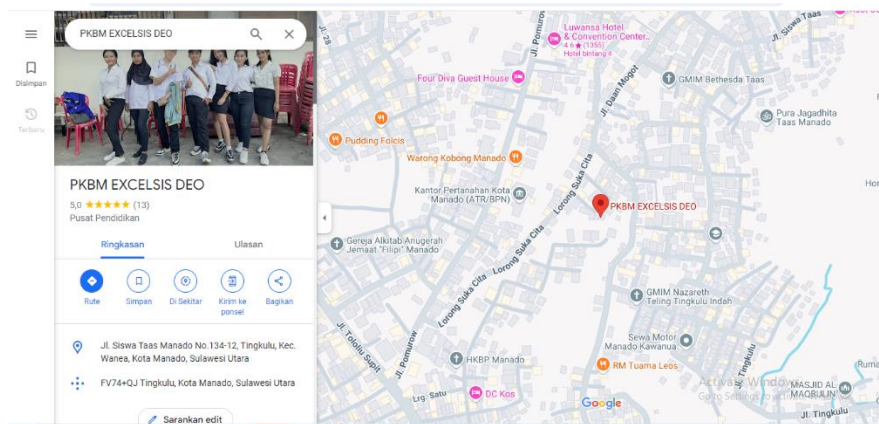

Figure 1 Location of community service

3. LITERATURE REVIEW

Web-based learning media is a form of approach in the world of education that uses internet technology and websites as a means to convey information and learning materials to students or learners. The concept of web-based learning media is based on the idea that the internet can be used as an effective tool to support the learning process. The following are some of the main concepts in web-based learning media:

a. Global Accessibility: Web-based learning media can be accessed by anyone around the world who has an internet connection. This opens the door to broader educational access and distance learning opportunities.

b. Multimedia: Web-based media allows the use of a variety of multimedia elements such as text, images, audio, video, animation and interactive. This helps enrich the learning experience and facilitates understanding of complex concepts.

c. Interactivity: One of the main features of web-based learning media is the ability to allow interaction between users (students) and material. This can be in the form of an online quiz, discussion forum, or interactive simulation (Setiawan, 2023).

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d. Customization: Learning content can be tailored to individual needs. Students can choose material appropriate to their level of understanding, or teachers can provide personalized assignments.

e. Ease of Update: Web-based media allows for quick and easy updating of material. This is especially useful in situations where knowledge changes rapidly, such as in technology or science.

f. Measurement and Evaluation: Web-based learning systems are often equipped with measurement and evaluation tools that allow teachers to track student progress in real-time.

g. Accessibility: Web-based learning media should be designed with accessibility in mind for all students, including those with physical challenges or differences in learning styles.

h. Security and Privacy: Protection of students' personal data and website security are important aspects in the design of web-based learning media.

i. Combining Conventional Learning Activities: Web-based learning media can be used as a complement to conventional learning activities in physical classrooms or as part of distance learning.

j. Quality Content Development: Good content development requires a deep understanding of learning materials, effective instructional design, and technical skills in web development.

k. Collaboration: Web-based learning media can also support collaboration between students or between students and teachers, both synchronously (real-time) and asynchronously (not real-time).

l. Monitoring and Feedback: Teachers can use data obtained from web-based learning media to provide more accurate and useful feedback to students.

m. Measuring Learning Outcomes: Evaluation of student learning outcomes can be done using tools integrated in the web learning platform.

n. Web-based learning media has become an integral part of the modern education system and continues to develop along with technological developments. It has great potential to improve the accessibility, effectiveness and flexibility of learning (Imania, 2019).

4. RESEARCH METHODOLOGY

The implementation of integrated skills in English learning at the Excelsis Deo Manado Community Learning Activity Center (PKBM) follows a structured five-phase approach. The first phase is the socialization and program opening, marking the commencement of the activities after the program has been approved. During this phase, the project team provides essential information about the initiative, including a detailed schedule of activities to be carried out at the PKBM in Wanea, Manado City. The team invites 13 group members from the PKBM to ensure that everyone is informed and engaged in the forthcoming activities.

The second phase involves designing integrated skill learning materials tailored to the needs of the learners. This method emphasizes the interconnectedness of the four language skills: listening, speaking, reading, and writing. By treating these skills as a cohesive unit, the integrated skill approach offers students authentic language experiences, allowing them to interact naturally in English. Additionally, this method

illustrates the richness and uniqueness of the English language, demonstrating that it is not merely academic knowledge, but a practical skill that can be mastered over time. For this phase, children's literature such as "Cinderella," "Beauty and the Beast," "Snow White and the Seven Dwarfs," and "Pinocchio" will be utilized to engage students. Each group of students will read one story, summarize it, and prepare for further discussions during the learning sessions. In the third phase, the team focuses on developing a website as a digital learning medium.

This website will feature integrated skill-based learning materials that align with the independent learning curriculum. The team organizes a collaborative meeting with the teachers to discuss the website design and gather their input on necessary features. Once the design is finalized and approved by both the project team and the teachers, the website is created in partnership with students and lecturers from Universitas Negeri Manado. This interactive platform will serve as an effective medium for integrated skills learning. The final phases involve creating a usage module for the website and conducting technical training for teachers. The module serves as a comprehensive guide, helping teachers and operators understand how to manage and navigate the website effectively. After developing this module, the team organizes training sessions to instruct teachers on utilizing the website's features for enhanced learning. Following the training, an evaluation is conducted to assess the participants' feedback regarding the material, trainers, and overall training experience. This evaluation is crucial for determining the effectiveness of the training and making necessary adjustments for future sessions.

In terms of instruments and data analysis, the evaluation process includes surveys and feedback forms to gather data on participants' responses and experiences. This data can then be analyzed to identify strengths and areas for improvement in both the training sessions and the website itself, ensuring that the integrated skills approach is implemented effectively and sustainably at the PKBM.

5. RESULTS RESEARCH AND DISCUSSION
a. Results Resserach

This activity began with an opening speech by the Head of the foundation of PKBM Excelsis Deo Manado, Mrs. Lussy Palempung, S.Pd., M.Pd. followed by presentations from Muhammad Ilham Ali, S.S., M.Pd. also the head of the PKM team and Supriyanto, S.E., M.Si as the website training team. The topics covered by the first speaker included 'Why learning English is important', 'Integrated Skills: a comprehensive approach to learning English', and '3. introduction to child literature and integrated skills. The topic covered by the second speaker is 'website-based learning media'. The purpose of this activity was to enhance participants' understanding of English language learning and effective teaching methods. By emphasizing the importance of integrated skills and child literature, the session aimed to provide educators with innovative strategies to engage students. Additionally, the introduction of website-based learning media sought to equip participants with practical tools for creating dynamic and accessible educational resources.

**Image 1: Speaker 1 Presents His Materials**

Image 2: Speaker 2 presents his materials

In the energetic atmosphere of the training, the participants were very enthusiastic in following every session delivered. Since the opening by Mrs. Lussy Palempung, S.Pd., M.Pd., their faces shone with curiosity. When Muhammad Ilham Ali, S.S., M.Pd. explained the importance of learning English and the integrated skills approach, participants actively took notes and asked questions. When Supriyanto, S.E., M.Si. introduced web-based learning media, their eagerness to learn intensified, as seen from the lively discussions among them. Whenever there was an opportunity to share ideas or experiences, participants enthusiastically raised their hands, creating an inspiring collaborative atmosphere. This atmosphere not only showed their dedication to self-development but also a great hope to apply the knowledge gained for the advancement of education.

Image 3: Participants Were Seen Seriously Paying Attention To The Material

When the second session began, Supriyanto, S.E., M.Si. confidently took over the stage to guide participants on the Excelsis Deo Manado website. With clarity and detail, he explained the various features of the website, drawing the attention of the enthusiastic participants. He began by showing a user-friendly interface design, which makes accessing information easy for visitors. The foundation's website access link created by the PKM team is https://excelsisdeomanado.sch.id/
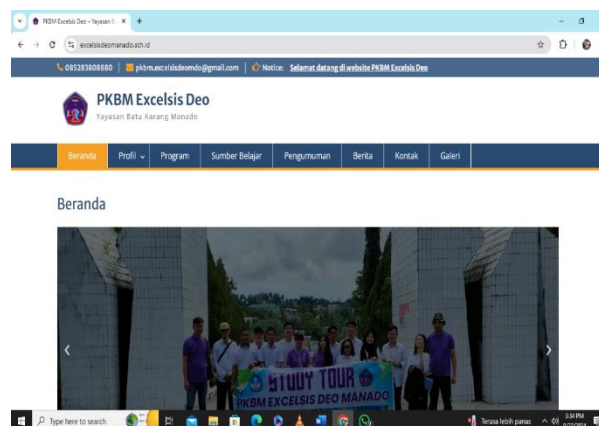
Image 4: Website display of the PKBM Exelcis Deo Manado foundation

Next, Supriyanto outlined the teaching materials available, including downloadable learning modules, articles and multimedia resources. Participants were very interested when he showed examples of content, such as learning videos and interactive quizzes, designed to enhance the learning experience. Supriyanto also invited participants to explore additional features, such as discussion forums and spaces for students to share their work. In this way, he not only provided an understanding of the website's functionality, but also inspired participants to utilize technology in the learning process. The atmosphere in the room was lively with questions and comments from participants who wanted to better understand how to use all these features in daily practice.

Image 5: Participants display the foundation's website on their cell phones.
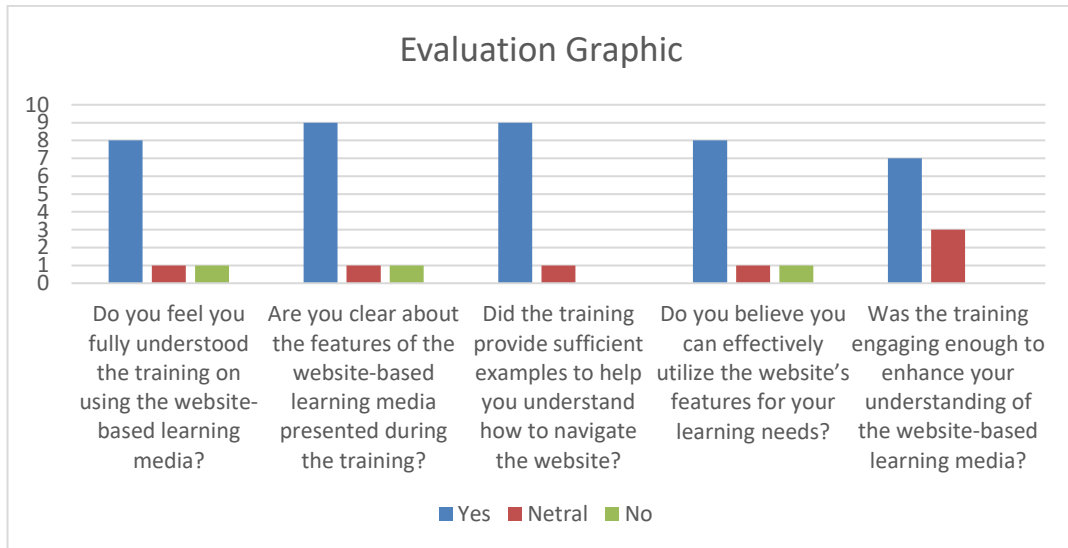
At the end of the training, participants, especially teachers, showed on the screen of their respective cellphones about the website of the Exelcis Deo Manado foundation that they already understood and understood the features on the website. At the end of the event, a group photo was taken with the PKM team, the head of the foundation, and the presenters, signifying togetherness and the spirit of learning. The website-based teaching media provided also supports participants to continue practicing independently after the training.

Image 6: Participants take a group photo with the PKM Team, Chairman of the Foundation, and Presenters
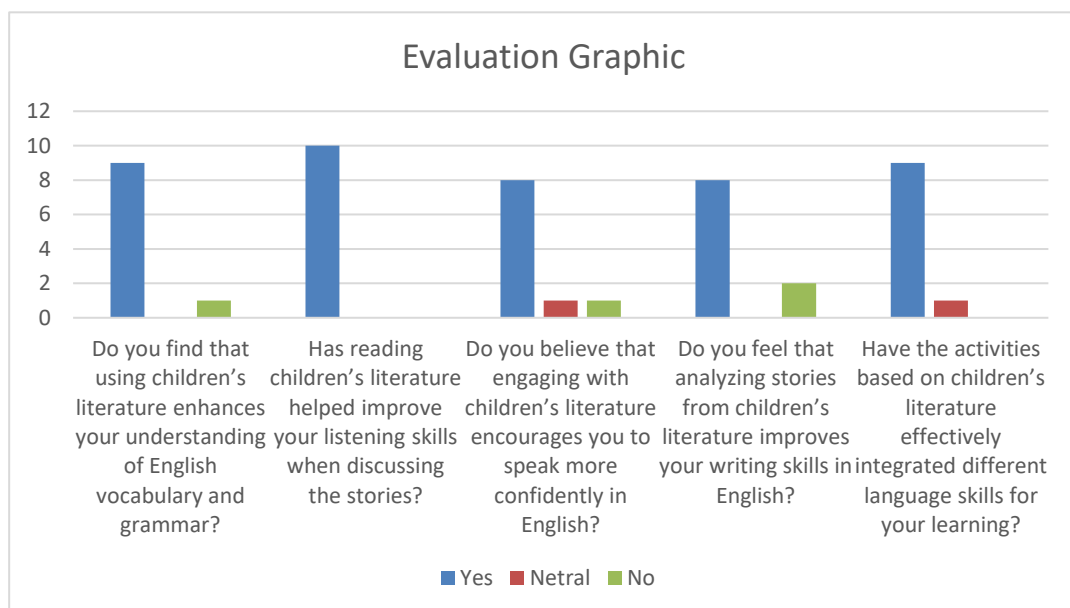
After the Integrated skills and website training and guidance activities, the team evaluated by asking questions about the use of the website and the integrated skills of the participants. The purpose of this evaluation was to reinforce the participants especially the students and teachers who participated in the training in using Websites and integrated skills and to appreciate their success in using websites and integrated skills. It is hoped that the teachers and students will continue to use and develop their skills in English and the website to enhance their teaching skills in the classroom. The following are the results of the survey shown in the diagram below:

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Figure 1: Results of Website Training Activity Evaluation

Based on the evaluation data, the evaluation graphic provides valuable insights into the effectiveness of a website-based learning media training program. Overall, the data shows a predominantly positive response from participants across all surveyed aspects, indicating that the training was generally successful in meeting its objectives. The strongest areas of the training appear to be in clearly communicating the features of the website-based learning media and providing sufficient examples to help users navigate the website. In both these categories, 9 respondents answered affirmatively, suggesting that the training excelled in explaining the platform's functionality and offering practical guidance for its use. This high level of clarity and practical application is crucial for ensuring that learners can effectively utilize the tools provided.

Figure 2: Results of Integrated Skills Training Activity Evaluation

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Based on the evaluation data, the evaluation graphic presents survey results on the effectiveness of using children's literature in English language learning. The data shows overwhelmingly positive responses across five key areas, suggesting that children's literature is a valuable tool for language acquisition and skill development. The most unanimously positive response was to the question about whether reading children's literature improved listening skills when discussing stories, with all 10 respondents answering "Yes". This aligns with research by Elley (1989) and Krashen (1993), who found that exposure to stories enhances listening comprehension and overall language proficiency. Similarly, 9 out of 10 respondents agreed that children's literature enhances understanding of English vocabulary and grammar, and that literature-based activities effectively integrate different language skills. These findings support the concept of literature as a rich source of authentic language input, as discussed by Ghosn (2002) in her work on the benefits of literature in EFL classrooms.

b. DISCUSSION
Website Training Activity Evaluation

Based on the evaluation data, the evaluation graphic provides valuable insights into the effectiveness of a website-based learning media training program. Overall, the data shows a predominantly positive response from participants across all surveyed aspects, indicating that the training was generally successful in meeting its objectives. The strongest areas of the training appear to be in clearly communicating the features of the website-based learning media and providing sufficient examples to help users navigate the website. In both these categories, 9 respondents answered affirmatively, suggesting that the training excelled in explaining the platform's functionality and offering practical guidance for its use. This high level of clarity and practical application is crucial for ensuring that learners can effectively utilize the tools provided.

While still receiving mostly positive feedback, there are areas that show potential for improvement. The question regarding the training's engagement level received the lowest number of positive responses (7) and the highest number of neutral responses (3). This suggests that while the training was informative, there might be room to enhance its interactive or engaging elements to fully capture and maintain participants' interest throughout the learning process.

The data also reveals that most respondents (8) believe they can effectively utilize the website's features for their learning needs. However, the presence of one neutral and one negative response in this category indicates that a small portion of participants may require additional support or clarification to feel fully confident in applying the learned skills. Similarly, while 8 respondents felt they fully understood the training, the single neutral and negative responses here suggest that the content might benefit from some fine-tuning to ensure comprehensive understanding across all participants.

In conclusion, the evaluation results paint a picture of a largely successful training program with high levels of participant comprehension and satisfaction. The areas with slightly lower positive responses, particularly regarding engagement and effective utilization, provide valuable feedback for future improvements. By focusing on enhancing

these aspects, the training program could potentially achieve even higher levels of effectiveness and participant satisfaction in future iterations.

Integrated Skills Training Activity Evaluation

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While still predominantly positive, the questions about literature encouraging more confident speaking and improving writing skills showed slightly more varied responses. Eight respondents felt that engaging with children's literature encouraged more confident speaking in English, with one neutral and one negative response. The same number agreed that analyzing stories from children's literature improves writing skills, though here two respondents answered "No". These results suggest that while literature is beneficial for all language skills, its impact may be more pronounced in receptive skills (listening and reading) compared to productive skills (speaking and writing). This aligns with Krashen's Input Hypothesis (1985), which emphasizes the importance of comprehensible input in language acquisition before output production.

Overall, the data strongly supports the use of children's literature in English language learning, particularly for developing vocabulary, grammar understanding, and listening skills. The slightly more varied responses regarding speaking and writing improvements indicate areas for potential further research or targeted pedagogical strategies. These findings are consistent with the broader literature on using authentic materials in language teaching, such as the work of Collie and Slater (1987) on literature in the language classroom, and reinforce the value of a literature-based approach in fostering holistic language development.

The foundation administration is highly supportive of providing training in integrated skills and websites because of its numerous and sustainable benefits in the field of education. Participants are expected to master current technologies, and they are encouraged to utilize the available resources and facilities to ensure diverse and varied teaching and learning material. We, as members of the PKM team, are very grateful for the trust given to us by Yayasan PKBM Excelsis Deo Manado. Thanks to the support from all parties, this activity has been completed. We hope that this activity will be beneficial for fellow teachers and students at Yayasan PKBM Excelsis Deo Manado, and we look forward to future collaborations between the PKM team and Yayasan PKBM Excelsis Deo Manado on other occasions.

6. CONCLUSION

The training on making website-based learning media at the Excelsis Deo Community Learning Center (PKBM) Manado has shown significant positive outcomes in developing students' integrated English language skills. The overwhelmingly affirmative responses across all surveyed aspects indicate that the training successfully equipped participants with the necessary skills to utilize web-based tools for language learning. Particularly noteworthy is the unanimous agreement on the effectiveness of children's literature in improving listening skills and the strong positive responses regarding vocabulary and grammar enhancement. These findings align with Ghosn's (2002) assertion that literature serves as an effective medium for language acquisition, providing authentic contexts for learning and integrating various language skills.

While the training demonstrated clear strengths in areas such as understanding website features and providing practical examples, there is room for improvement in engagement levels and ensuring all participants feel confident in applying their learned skills. The slightly more varied responses regarding the impact on speaking and writing skills suggest a need for additional focus on productive language skills in future iterations of the training. Nevertheless, the overall positive reception of the website-based learning media and literature-based activities supports Krashen's (1993) emphasis on the power of reading and exposure to authentic materials in language development. Moving forward, refining the training to address these minor gaps could further enhance its effectiveness in developing students' integrated English skills at PKBM Manado.

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